D. SAMPLE UNIT

The sample unit in this section would be the fifth unit of the school year, as laid out in Appendix B table of Themes and Topics. As the fifth unit of the fourth year of English language study, it is assumed that learners are familiar with many of the class routines (i.e., pair work, process writing) and that they have language skills to draw on (e.g., ability to ask follow up questions in conversation, knowledge of basic reading strategies).

In this section, the sample unit objectives are presented first. They are followed by daily lesson plans divided into stages that follow the unit cycle found in Appendix C. The major theme that the unit falls under is Places. To see how this theme is developed over the seven years of English language study, and where this unit fits within those seven years, see Appendix B, Themes and Topics.

The target language covered in this unit was determined by the AEF: more specifically by the MS4 objectives that are derived from the AEF.

Sample Unit: Landmarks and Monuments

OBJECTIVES
By the end of the lesson, learners will demonstrate the abilities listed below under each competency area.

Oral Interaction Competency
> Incorporate previously learned ways to start and maintain conversations (e.g. greetings; asking and answering questions, including follow-up questions; and responding to the news of others).

> Conversation Strategy
> Use truncated questions to respond to the news of others and show interest or surprise and encourage the speaker: *It is? They have? She did?*

Interpretive Listening Competency
> Listen and understand the gist and some important details of a short conversation about a personal travel experience.

> Listening Strategy
> Use context to guess meaning: what do other parts of the text say about the unknown word?

Interpretive Reading Competency
> Read and understand the main points and some important details of medium-length (3 paragraph) texts written in the first person (about one's hometown) and third person (about a travel contest).

<u>Reading Strategies</u>:
Use context to guess meaning; adjust reading speed to complete a task efficiently, e.g. skim for general meaning, slowing down if you lose the idea; scan for keywords and then read carefully.

Use non-text features to predict the topic and gist of a text.

Use genre features to predict what you will read about: articles address WH-questions, e.g. who, what, where

Productive Writing Competency

Write short, factual description on to topic of hometown as loose paragraphs of related ideas.

<u>Writing Strategies:</u> Plan for writing by identifying an audience, collect ideas using guiding questions and talking to someone; write a draft and revise, get feedback from someone.

Productive Speaking Competency

Give a short oral description on the topic of a family vacation destination as a series of connected points.

Linguistic Competency

Use vocabulary, grammar and pronunciation needed to communicate about landmarks and places, making use of strategies to convey unknown words and simplifying messages to what he/she is able to say.

Specific examples of language:
<u>Vocabulary</u>
a. *Types of landmarks*: religious buildings, statues, ruins, amusement park, memorial, castle, square, waterfall
b. *Names of international landmarks*: The Great Buddha, Hiroshima Peace Memorial, Angor Wat
c. *Nouns*: temple, destination, residence, farmers' market, co-op, event, parade, festival, criteria,
d. *Adjectives*: spectacular, fascinating, huge, packed, freezing, spotless, thrilling, tiny, gorgeous
e. *Adverbs*: originally
f. *Verbs*: sponsor, rate, submit, convert, rebuild, retire,

<u>Grammar</u>
1. Passive statements and questions: primarily in the simple past
2. Adjective clauses: that are crowded; where skiing competitions are held, which is the largest in the country.

<u>Pronunciation</u>
- /tʃ/
- /dʒ/
- /ŋ/
- Sentence stress with passive: on the past participle
- Syllable stress with multi-syllabic adjectives

Day 1
    Vocabulary
    Pronunciation I
    Listening
    Conversation Strategy

Introduction	Teacher shares the daily agenda and objectives with the class.
Vocabulary I: Landmarks **Warm up**	Write a few famous places/landmarks on the board. Ask pairs to come up with two more. Elicit a few more from the class. Algerian Examples: Maryrs **Monument**, Roman **Ruins** in Timgad, Hanging **bridge** in Constantine, The Tassili n'Ajjer **mountain range**[*] 1. Learners form small groups. 2. Teacher gives clues describing each landmark and teams guess the landmark: e.g. *These are located in China. There are over 8,000 men and horses made of clay. They were made for an Emperor when he died*. (Terracotta Army). 3. Learners guess in pairs. Teacher elicits answers from group.

Vocabulary I Pronunciation I : /tʃ/and /ʤ/	1. Look at pictures of famous places or landmarks with their names and type of landmark. For example:
	    Statutes - Easter Island Statues
	    Tombs - Taj Mahal
	    Religious Buildings – Hagia Sophia
	    Palaces/Castles – Potala
	    Squares – Red Square
	    Towers – Leaning Tower of Pisa
	    Memorials – Mahatma Ghandi/Easter Island
	    Waterfalls - Ouzoud Falls, Morocco
	    Ruins – The Parthenon
	    Mountains/Mountain Ranges – The Himalaya
	2. Pronunciation practice of types landmark: focus on /tʃ/ in sta<u>tu</u>e and /ʤ/ in reli<u>gi</u>ous, guiding learners to a) stop the flow of air by touching the top of the tongue behind the ridge of the teeth, b) make a groove with the tongue behind the teeth, c) push air from the lungs and with /tʃ/ not vibrating the vocal chords and with /ʤ/ vibrating them.
	3. Write down short answers to questions. Then discuss the questions with a partner. React to your partner's answers and ask one or more follow-up questions.
	    * Which places do you know? (Circle them.)
	    * Which of these places would you like to visit most?
	    * Each of these places is a landmark. What are famous landmarks in Algeria?
	Work together to list one more landmark in 3-5 (or more) categories.

Listening	Text: Two friends are talking. Maya has just returned from a trip to Japan. She visited the places below. (practice pronunciation, paying particular attention to /ʤ/ in Ni<u>j</u>o.
	
	The Great Buddha Hiroshima Peace Memorial Nijo Castle Golden Pavilion
	
	PRE
	Task: Write than share with a partner:
	    a. What kind of landmarks did she visit? (Buddha = statue, Golden Pavilion = religious building).
	    b. List two words or phrases to describe each place.

[*] Other international examples: Petra, Jordan; Terra-cotta Army, China; Angor Wat, Cambodia; Pompeii, Italy; the Alhambra, Spain; Sagrada Familia, Spain; Statue of Liberty, USA; Big Ben, England; Coliseum, Italy; Acropolis, Greece; Eiffel Tower, France, Kremlin and Red Square, Russia; Great Mosque, Saudi Arabia; Gibraltar Rock, Gibraltar; Vatican, Sydney Opera House and Harbor Bridge, Australia; Ayers Rock/Ululu, Australia; Stonehenge, England; Easter Island Statues, Chile; Leaning Tower of Pisa, Italy; Versailles, France; Edinburgh Castle, Scotland; Hagia Sophia, Turkey; Pyramids, Egypt; Pyramids of Sun and Moon, Mexico; Machu Pichu, Peru; Mt. Rushmore, US; Bay Bridge, US; Niagra Falls, US, Great Wall of China, China.

	c. What do you think is special about each landmark?
	
	DURING
	   a. General: Listen and write numbers 1 -5 next to the photos to show the order Maya talked about them.
	   b. Details - Matching: Listen again and draw a line from the facts about the landmark to the photo that matches it.
	      e.g. For The Golden Pavilion
	      a. It was originally built as a residence over 600 years ago.
	      b. It was converted to a temple.
	      c. It was burned down and was rebuilt in the 1950's.
	   A. Details – short answer: Listen again and answer specific questions.
	      e.g. For the Golden Pavilion
	      What was the area around the Golden Pavilion originally used for?
	      What is in the area now?
	      What does residence mean? (Use the listening strategy of guessing from context.)
	
	POST
	TASK: Rank the places she visited by how much you would like to visit them: 1 = best. Discuss in pairs using conversation strategies: react, use XXX questions, ask follow-up questions.

Conversation Strategy	LANGUAGE NOTICING
	Truncated questions(It is? They don't? She did?) used to show interest and/or surprise and encourage the speaker to give more detail.
	
	Use three written exchanges from the listening text that include the conversation strategy, e.g.
	      Sofia: What's this place?
	      Maya: It's the Golden Pavilion. It's a Buddhist temple now, but it was originally built as a residence.
	      Sofia**: It was?**
	      Maya: Yeah. A famous Japanese leader wanted to retire to a home in the country, so he built it here by the mountains.
	TASK: Draw a line between the pronoun in the strategy and its antecedent and another between verb phrase in the response and in its match in the original sentence, e.g.
	      It – The Golden Pavilion; was = was originally built as a residence.
	
	TASK:
	   a Fill in blanks in other short exchanges with correct response to elicit different structures (i.e. it is/it does/it isn't/it doesn't/we did/we didn't/etc.)

Conversation Practice	Use the conversation strategy to talk for 1 minute about one topic from a choice of three. Next partner selects topic and begins conversation, again 1 minute. Topic options can include:
	   • What do you think of Maya's trip to Japan?
	   • Are you interested in visiting Japan?
	   • Where would you like to visit on a trip?

Day 2
Review Conversation Strategy
Grammar I
Pronunciation II

Introduction	Teacher shares the daily agenda and objectives with the class.
Review Conversation Strategy	a. Show the list of landmarks that was elicited yesterday –the ones under the headings by type of landmark. Only the ones the learners came up with. In small groups they take turns describing one place until their team guesses which it is. (similar to the teacher-led game last class.)

Grammar I: Passive in Simple Past
 	
Raise awareness (Present Structure)
	Focus on Meaning/Use:
	TASK: The four sample sentences below are written on the board or on poster paper. The teacher then writes somewhat apart from the sentences.
	     a. What happened?
	     b. Who did it?
	Teacher covers one sentence if possible
	Istanbul's Hagia Sofia **was built** in 532. (a)
	Christians **built** Istanbul's Hagia Sofia in 532. (b)
	
	The Golden Pavilion **was burned** down in 1953. (a)
	An angry monk **burned** the Golden Pavilion down in 1953. (b)
	
	What if we add "who did it" to the first versions:
	Istanbul's Hagia Sofia was built in 532 **by Christians**.
	The Golden Pavilion was burned down **by an angry monk** in 1953.
	
	(*The emphasis is still on what happened, not who did it because it is the passive form.*)
	
	Practice
	Teacher reads sentences in either active or passive and learners raise their pencils if they think the focus is on what happened not who did it. E.g.
	
	Hagia Sofia was originally constructed as a Christian church.
	After the Ottomans invaded Turkey, Hagia Sofia was converted to a Mosque.
	The Ottomen ruler, Sultan Mehmed decided to convert Hagia Sofia to a Mosque.
	After Ataturk became president of Turkey, the mosque was converted to a museum.
	The Mosque was converted to a museum in 1935..
	
	Focus on Form
	TASK: Cover or remove the verb tense from the passive sentences above and ask pairs to write down the form that goes in the blank. Elicit the answer and do a few more samples. Guide learners in getting the answer correct by pointing to the simple past be-verb and past participle in previous sentences, but let them try it on their own until most of them can produce the form correctly for regular verbs.
	
	Elicit the form of the passive verb
	
	Subject + *be* auxiliary + past participle (+ by object)
	(received the action) (did the action)
	
	Teacher checks understanding of passive form with concept checking questions, e.g.
	   1. The "be" verb in the passive is always in the past tense? (False)
	   2. What is the "be" verb in the passive for a past action? (was/were) For a present action? (is/are)
	   3. How does the "be" verb change if the subject changes from IT to THEY in the past? (was becomes were)
	   4. Does the past participle show the time frame or the action? (action)
	   5. If you say who did the action when you use a passive, where do you put it? Before or after the passive? (after)

	6. What word comes before WHO did the action? (by)
	Teacher write/tell or elicit:
	The passive has 2 parts
	1. be tells the time frame (present, past)
	2. past participle tells the action
	Option: add who did it using *by + who*
	Give learners a short text about a landmark (e.g. Angor Wat) with blanks and a verb base form given (like above). Learners fill in active or passive as appropriate. Learners should use the strategy of checking in a dictionary to find the past participle if irregular verbs.
	Sample Text (a landmark of more interest to the learners would be preferred)
	Angor Wat is the most famous temple in a huge city of temple ruins.
	Location: Angor Wat _____in Cambodia. (is located)
	locate
	Built/Completed: The temple _____ in 1208 after nearly 400 years of work.
	complete
	Details: It _____by the jungle and then _____ by a Frenchman
	hide rediscover
	about 150 years ago.

| **Pronunciation II: sentence stress** | Sentence stress. |
| | Elicit from learners previously learned rule of sentence stress: words that carry meaning are stressed. Elicit which part of the passive is stressed: past participle. Students listen then practice in pairs or individually pronouncing sentences with correct stress. |

Grammar I **Tasks to appropriate new structures (Practice)**	*Describing places*: GAP ACTIVITY
	Have 4-6 pictures of landmarks and a gap activity for each one in which learners guess where the landmark is located, when it was built, why and what special features it has. For example:
	A uses the cues to in the left column to ask **B** questions. The correct answers are in the right column. Use them to respond to **B.** Use models like below.

A: Where do you think Angor Wat is located?
A. I think it's located in Cambodia.
B. You're right.

A. Why do you think Angor Wat was built?
B. I think it was built in the 1500's.
A. No. It was built in the 1500's.

A

Where/locate	Cambodia
When/build	About 1000 years ago
Why/build	As a temple.
What/special features	Covered with carvings of dancers and stories.

B

B used the table below to guess the answers.

Location ➔	France	Mexico	Cambodia
Built ➔	About 1000 years ago	1941	In the 1500's
Reason Built ➔	Residence	Castle	Temple
Special features ➔	Has over 50 secret rooms.	Covered in carvings of dancers and stories	Over 2 kilometers wide

Scrambled sentences:

	• Groups of 3 write 4 sentences using active or passive one word per little piece of paper. Pass all the papers, mixed up, to another group who makes sentences from them. Groups write one example on the board and carry out peer checking for form of one other group's sentence.

Day 3
Review Vocabulary or Grammar
Reading I
Review Grammar I

Introduction	Teacher shares the daily agenda and objectives with the class.
Review Vocabulary Or Grammar	Teacher decides based on monitoring from yesterday whether learners need more review of grammar or vocabulary and chooses an activity accordingly. Option 1: Vocabulary 4 teams of learner line up at least 3 meters from the blackboard. The teacher gives oral clues or sentences with vocabulary words left out (orally or on the board, uncovered one by one). Each team works together to come up with the vocabulary word that is described or missing in the sentence. A rotating "writer" runs to the board and writes the answer (correct spelling) when the team is ready. Example clues: • This is a landmark that is tall and not very wide. Famous examples are in France: the Eiffel…, in Italy: the leaning … of Pisa. (tower) • This is a landmark that is usually built to honor someone or something important. It is often a statue or a building or a tower. It can be anything, but it is usually large. (monument) Example sentences: • My aunt teaches ancient history, about people who lived long, long ago. She learns about their lives by visiting old _____ of their cities or buildings. (ruins) Option 2 Grammar Small groups or pairs choose an object to study from a set of pictures or from actual objects that would inspire the passive. Examples could include Traditional clothing from Algeria or other countries: a knight's tunic, Eskimo seal mittens, Old fashioned or traditional Algerian or foreign toys: origami or menko cards from Japan Antique or old fashioned technology: an abacus, a walkie talkie The learners study the object and make guesses about where/when it was made, what it was used for, who it was used by (and/or by whom it was used), how it was made, how long ago it was made. Cues can be written on the board to help the learners: • Where/made • When/made How long ago/made • What/originally used for • Who/used by • How/made The teacher encourages the learners to use their imaginations and not worry about getting the answers correct. The teacher monitors and listens for colorful examples of accurate descriptions and common mistakes. The teacher writes a few examples on the board and asks learner to work together to identify which are accurate and which have errors in the passive. The teacher guides learners in correcting the mistakes, for example, by underlining or pointing to the place where the error is located and eliciting the rule.
Reading I: first person description	Reading Text: **PLACES TO GO IN MY HOMETOWN -** Internet Blog from a high school student introducing his or her hometown with drawings, photos and text using the following format: Introduction – Favorite places to go and landmarks – Events – Pros/Cons. • *Introduction*: e.g. My hometown is Brattleboro, Vermont. Brattleboro is located in southern Vermont, about 4 hours by car north of New York city. The town is ancient for American towns. It was chartered in 1753.

- *Favorite places to go and landmarks*: e.g. One of my favorite places to go is Memorial Park, where you can ski at a tiny ski slope in winter and swim, hike or play baseball in summer. Another place I like to go is the ruins of Madam Sherri's chateau in the forest, where we picnic in the ruins of her home and swim in the pond. The area is gorgeous with so many trees, flowers and butterflies and a spectacular view of the mountains.
- *Events:* One of the most popular events is the summer Strolling of the Heifers parade, when local farmers walk their cows through town with other locals: bands, school children, performers, etc.
- *Pros/Cons*: Brattleboro is a small town, where you can enjoy the outdoors and also have lots of indoor entertainment with movies, plays, dance, sports and art. It's freezing in winter and humid in summer, but it's a wonderful place to live.

PRE
Task: In pairs, Look at the photos and title of the blog. Discuss in pairs:
- How big of a town do you think this is? Why?
- What country do you think it is? Why?
- What do you expect to read about?

DURING

READING STRATEGY: adjusting reading speed to read efficiently.
Teacher gives "During" tasks and ask individuals to write <u>how</u> they will read most efficiently to complete the task (e.g. quickly without pausing, quickly to look for information then slow down and read carefully; quickly unless they lose the message or get to a part they like, then slow down and figure our the message or enjoy).

c. **General** – Does the author like living in her hometown? (Yes/No) Are there are lot of outdoor activities in the area? (Yes/No)
Evaluate – Did they read they way they planned? If not, why not? How did they read? If yes, how did it work? (did they understand, read efficiently?)

➢ **Details** – Short answer:
   d. Is it cold in winter in Brattleboro? How do you know?
   e. Do you think the Brattleboro area has a lot of farms? Why?
   f. Are there many things for children to do in Brattleboro?
Evaluate – did they read they way they planned? If not, why not? How did they read? If yes, how did it work? (did they understand, read efficiently?)

B. **Details** – short answer: Read again and answer specific questions.
- How big is Brattleboro?
- What can you do at Memorial Park in summer?
- What are three things that children would enjoy doing in Brattleboro?
- How far away is New York city?
Evaluate – did they read they way they planned? If not, why not? How did they read? If yes, how did it work? (did they understand, read efficiently?)

➢ **Details** – Guess meaning of vocabulary from context: chateau. Spectacular, gorgeous, freezing.
Evaluate – did they read they way they planned? If not, why not? How did they read? If yes, how did it work? (did they understand, read efficiently?)

POST
Task: React to the reading by discussing 2-3 questions in pairs, using reactions and follow-up questions, including the truncated questions taught on day 1. Below are some sample questions that could be used for discussion.
- Do you think Brattleboro sounds like a fun place to live?
- When would you rather visit Brattleboro? Winter or summer?
- What would you most like to do there?
- Would you like to meet the author of the blog?

	• What would you most like to say to the author of the blog?
Review Grammar	**Language Noticing: Use of Passive** Read the text again, with all the passive and a few active verbs removed. Have the base form of the verbs in a list on the side of the text. Learners work individually or in pairs. Share in large group, discussing any questions.

Day 4
    Vocabulary II
    Pronunciation III
    Grammar II

Vocabulary II: Adjectives
 	
Pronunciation III: /ŋ/ and syllable stress
	Matching
	Look at the list of synonyms and circle (or say in pairs if words are on the board) the stronger word in each pair. List of 8-10 adjectives, e.g.
	
	      Crowded – packed Clean – spotless
	      Fascinating – interesting Exciting – thrilling
	      Large – huge Cold – freezing
	      Wonderful - spectacular Tiny – small
	Check answers in the large group.
	
	Pronunciation practice of the strong adjectives, with particular attention to syllable stress and /ŋ/.
	
	Learners make a set of cards on small slips of paper, writing each word on one slip. Erase the board or put away papers.
	Mix up the slips.
	Match them with their synonyms. Check answers in large group attending to pronunciation.
	Learners copy words into a notebook and mark the stress on the first syllable for multi-syllabic words. Practice saying words.
	
	Concentration
	Put the weaker words in rows on the left and stronger words on the right. The player chooses a card from the left and guesses its synonym, then chooses a card on the right. If they are matches and the synonym is correct, he or she gets to keep the pair.
	
	Mingling surveys.
	Class is divided into 4-6 groups and each group is given a question containing a vocabulary on a piece of colored paper, e.g. RED Where can you see a spectacular view in Algeria? BLUE: What is the most gorgeous place you know of? GREEN: Name a place that is freezing in winter. PURPLE: What's the most spectacular building in Algeria/this town or city?
	TASK: Learners mingle and ask 3 -5 people from other groups their questions, ask one follow-up question and move on. They share their answers in the small group of their color and optionally share top 2 and bottom 1 answers with the large group.

Grammar II: Adjective Clauses
 	
Raise Awareness (Present)
	Focus on Meaning/Use
	Interview Mingle
	 What kind of places do you like?
	Task: Individually
	
	 Check off your preferences.
	  € Quiet beaches € beaches that have a lot activity
	  € places that have historical building € places that have modern buildings
	  € places that have other tourists € places that don't have many tourists
	  € big cities € natural landmarks (mountains, waterfalls, lakes, beaches)
	
	Interview two people and see what they prefer. Use questions like, "Do you prefer quiet beaches or beaches that have a lot of activity?"
	   • Greet each person by name, ask how they are and say good-bye.
	   • Remember to show interest and ask at least one follow up question.
	   • Write the person's name next to their answer.
	
	Pair up with someone you didn't interview and tell them who you think would be the best travel partner after the interview and– because they have the most in common with you.
	
	Self assessment: Learners fill out the following and submit it to the teacher. And example is shown.

I interviewed:	How I showed interest	I asked this follow up question:	
Amir	*I said "You do?"*	*Which beach?*	

Teacher leads the large group in looking back at the examples and underlining the adjective phrases. Ask learners to notice when they are used. (When an adjective isn't enough to describe something – or you don't know the adjective that might - and you need a few words to describe it.)

Focus on Form
TASK: The three sample sentences below are written on the board or on poster paper (or in textbook)

Ahmed likes beaches **that** have huge waves.	Sheena likes beaches **where** the waves are huge.
Josef likes places **that** have historical buildings.	Miriam likes beaches **where** the buildings are modern.
Hakim likes tourist places **that** are quiet and not crowded.	Briana likes tourist places **where** there are lots of people and things to do.

1. For each sentences learners identify the noun that is being modified (explained with more detail).
2. Elicit the difference between the phrases after THAT and those after WHERE? If learners need help, have them identify the main parts of speech to notice that after WHERE there is a subject and verb, after THAT there is only a verb phrase.

Look back at the reading from yesterday and underline the adjective phrases. Circle the thing that they modify.

Grammar II **Tasks to appropriate new structures (Practice)**	*Matching* Individuals write the letter of the adjective phrase that has the correct form and meaning next to the sentence starter, e.g. |	
__ Antarctica is a place that	a. you can see penguins
__ Antarctica is a place where	b. is surrounded by hills
__ Madagh is a beach that	c. coral grows.
__ Madagh is a beach where	d. has a lot of penguins. | Pairs share their answers. The teacher gives an answer for the first question, could be correct answer or incorrect. Teacher asks learners if it is correct or not and has them share the reason why – referring learners back to the stated rules for form and use. For incorrect answers, the teacher elicits corrections. *Conversation* Finish the questions with our own ideas in writing. (Teacher monitors and helps learners with vocabulary and grammar as needed.) • Have you ever heard of a lake that <u>has salt water?</u> • Have your ever been to a beach that _____? • Have you ever been to a beach where _____? • Is there a place near here where _____? Are there any buildings near here that _____? • Have you ever been to a city that _____? In pairs ask and answer your questions. Remember to show interest and ask at least one follow up question. *Gap Activity Guessing Game*

There are 10 pictures numbered 1 -10, or labeled with the name of the locale of tourist destinations (e.g. a waterfall, a monument, an interesting building, a tower, a mountain, lake, riverboat, beach, etc.) on the board or in a textbook. Learners play a guessing game in pairs or small groups.

The first person silently chooses a place in one of the pictures then describes it in one sentence using an adjective phrase, e.g.
- It's a place where you can cool off and relax.

Guessers can then guess or ask questions, e.g.
- Is it a place where you can buy coconuts and walk in the sand?

When the guessers think they know, they say the number or name of the place.

*The teacher should model this activity by doing one or two places.
*An alternative would be to listen to short exchanges between people playing the game, but that cut off right when they are about to say which place it is. The learners could then guess.

Elicit or tell learners that describing words like this is a useful strategy for conveying unknown words, especially when they are talking.

Day 5
   Writing

Writing Collecting Ideas	*Quick Interview Mingle*
	Learners are divided into four groups by color. Each learner is given the same question as everyone in his or her group on a slip of paper matching the group color. Then mingle and interview as many people as they can in 5 minutes, varying the colors. Interviews should be question-answer, or very short conversations. Questions:
	    1. What are your favorite places to go in your hometown?
	    2. What are your favorite events in your hometown area?
	    3. What are the best things about living in your hometown?
	    4. Is there anything you dislike about your hometown?
	
	Brainstorm in writing using guiding questions.
	    1. What are your favorite places to go?
	    2. What events do you like to attend or are popular?
	    3. What are the pros/cons of life in your town?
	
	Talk to someone
	In pairs take turns discussing the questions with the listener asking at least 5 follow up questions for each, and encouraging more detail.

Write a draft	Task: Learners follow the model of the blog about Brattleboro and write an introduction to his or her hometown, or a town he or she knows well and would prefer to write about.
	
	First: Plan who you want to read your blog, e.g. teens from other countries, tourists to Algeria, teens in other cities in Algeria, anyone interested in Algeria.
	Next: Write a draft drawing on pre-writing ideas. Focus on writing down ideas and description.
	
	Introduce the town
	
	Write about favorite places to go: consider types of landmarks, use descriptive adjectives and other vocabulary, passive and adjective clauses if useful.
	
	Write about events to attend: consider landmarks, use descriptive adjectives and other vocabulary, adjective clauses and passive if useful.
	
	Write about the pros and cons: consider adjectives and adjective clauses if useful.
	
	Teacher provides assessment rubrics for areas such as:
	   • Completion of task
	   • Message detail
	   • Vocabulary
	   • Grammar: passive, adjective clauses

Day 6
  Review Vocabulary
  Writing

Vocabulary Review Options	*Option 1*
	Teacher prepares three short lists of strong adjectives, e.g.
	
	  Fascinating Thrilling Spectacular
	  Packed Freezing Huge
	
	Learners take turns listing places or things that fit the adjective until partners guess the adjective. Review pronunciation as needed.
	
	Option 2
	Make a game board with 10-15 squares , e.g.
	
	In each square write a sentence asking learners to give an example of a vocabulary word or otherwise show they understand it.
	  Fascinating Statue Waterfall
	  Huge event Religious building
	  Spectacular Residence Monument
	  Freezing originally Retire
	
	Examples
	  • Name a fascinating people in your family/this school/history.
	  • Name one city in the world that has a huge population.
	  • What does a person stop doing when he or she retires?
	  • What is one thing that retired people might do?
	
	Give a pair of learners one game board and a coin. Each learner makes a personal marker from a tiny piece of scrap paper, e.g. by writing their initials on it.
	TASK: Learner put their markers on opposite ends of the game board. One tosses the coin and moves either 1 or 2 depending on the side and does what the square asks.
	<u>Variations</u>
	  1. When the learners markers meet in the middle they play "paper, scissors, rock" and the winner goes ahead, the loser goes back to the beginning.
	  2. When the learners meet in the middle, they continue going as if nothing happened. (This one is obviously shorter.)

Peer feedback	Learners exchange papers with a papers and do peer feedback.
	Teacher elicits types of peer comments on the message:
	  • *You could use more description here.*
	  • *This part describes [pros and cons] in good detail.*
	  • *This is interesting/funny/clear.*
	  • *I don't understand this.*
	  • *Can you say more about this?*
	Peers mark grammatical or vocabulary errors that they see, but do not correct them.
	Finally, peers write a sentence or two and sign their names on the paper, e.g.
	I liked reading your blog. Thank you for sharing it. – Samia; or something more constructive
	I liked that you used the vocabulary word, ____. I liked your passive sentence: ___. I noticed you used adjective phrases a lot.

Revise Draft	Learners write independently revising their drafts.

Day 7
Writing
Reading II

Writing Publication	Learners get in small groups and read their blog entries out loud or pass papers around. Each learner fills out a chart compiling the group of blog entries, e.g. if everyone has the same hometown, they can compare what they said about it. <table><tr><td>Everyone mentioned</td><td>Some mentioned</td><td>Only one mentioned</td></tr><tr><td></td><td></td><td></td></tr></table> Learners publish their blogs on a blog site if possible. (There are many free sites offering blogs. An internet search of "free blog space" will bring up current options.)
Writing Self Assessment	Learners Use the rubrics to assess themselves and write a short evaluation of their writing process – what stages were useful, what was easier/harder, etc. They say what they will work on next time they write a paper, e.g. collecting more ideas at the beginning, writing more detail, using more vocabulary, including more grammar from the unit, using the peer comments in revising.
Reading II: 3rd person descriptive article	TEXT: Magazine article about a group of teens in South Africa entitled: Capetown Teen Wins Contest: Family to Rate Vacation Spots. Photos of jeep or balloon safari, horse trekking, a traditional African village and hiking in the mountains accompany the article. The article should have two main paragraphs. Something like: 1. A local tour agency in South Africa sponsored a contest for best criteria for a family vacation spot in South Africa. They got the idea from a contest that was held by the internet travel agency, expedia.do.uk. 2. The contest was open to high school students and the winner was selected by the daughter of the company president. Kagisho Thokao's submission was chosen out of 324 entries because it "matched the needs of everyone in the family" said the girl. Kagisho, 16, and his family are going to five places in South Africa to rate them: hiking in a national park, safari in the bush by balloon and jeep, trekking by horse along the beach and visiting a traditional African village. Kagisho was asked how he felt about winning and he said "I was really surprised when I heard I was chosen. I am so excited, but I'm starting to get a little nervous about all the attention as well." 3. It should end with a list of the winning criteria, e.g. • It has things to DO, not just look at • It has good weather – not too hot, not too rainy • It offers adventure, but is still safe • It involves animals or water • It provide a new experience • It has activities for teens and younger kids • It is FUN! PRE Task: Elicit ways to get an idea about the article before reading. (Look at the title and photos and predict what they can: who, what, where, when, why, how.) Pairs predict two things they will read about in the article. Teacher elicits ideas. Guides learners to predict the who, what and where at minimum. DURING READING STRATEGY: After the task is given and before reading, learners write how they will read to complete the task, e.g. carefully reading every word, quickly skimming the article looking for key words and phrases then slowing down to read for the answer, quickly skimming without slowing down. ➢ **General** -Read to find out if your predictions were correct. Evaluate - After reading, learners evaluate the reading strategy they chose writing

	answers in a notebook:
	    TASK: read and check predictions.
	    TEXT: personal blog
	    • How did you read?
	    • How useful was it?
	    • What would you change for the same kind of task next time?
	
	WRAP UP FOR THE DAY
	Pairs: What else do you want to know about the contest or the winner? List 2 -4 things.

Day 8
   Reading

Reading II: 3rd person descriptive article (continued)	REVIEW
	Show the pictures and title of the article and have pairs (different from yesterday) 1. List only what they remember in a table, e.g. (perhaps not all this will be remembered)

Who	What	Where
Teen Kagisho Thokao	Won a contest for best criteria for a family vacation	Capetown, South Africa

2. Share with a new partner what they still wanted to know.

Share in large group. Teacher adds details to larger table on board and includes questions that they still want to know (in bottom row). For example:

Who	What	Where	Why	How
Teen Kagisho Thokao	He a contest for best criteria for a family vacation.	Capetown South Africa		
Who judged the contest?	*What are Kagisho's criteria?*	*Where are they going to go on their vacation trips?*	*Why did Kagisho win?*	*How did the tour company get the idea to have a contest?* *How does Kagisho feel? More excited or nervous?*

DURING (Continued)
   ➢ Specific – Read to answer the groups' questions for what they still want to know (in above table).

   ➢ Specific – Read and mark several reactions to the text, e.g.

> ☺   = I like this part. This is interesting.
> ! = This is surprising.
> ? =I don't understand this or I want to know more.
> ↓ = This is not interesting.

POST:
Share your reactions to the article in pairs.
Which of Kagisha's criteria would you keep? Change? Drop?

Make small groups and list four places in Algeria that you would like to take a family vacation. Rate each place using your criteria (scale of 1-4, with 1 being best).

Day 9
  Project

Project **Pair Work**	Project: (Work in the same pairs as last class.)
	 TASK: Design a travel poster for a family vacation in Algeria to the place you chose in the last class. Each learner make a copy of the poster using the same design. Include:
	    a. A visual – either draw or use a photo
	    b. Description /reasons for going there using vocabulary and grammar
	 (Teacher provides rubrics as checklist, e.g.
	   • Name of the place
	   • Visual of the place
	   • Description using strong adjectives: (learners add examples)
	   • Description using adjective phrases: : (learners add examples)
	   • Description using the passive: : (learners add examples)
	 Extra: directions, superlatives

Day 10
Project Presentation Preparation

Project Presentation Preparation	Learners receive the task description and rubric for presenting their projects individually. They work individually or together to prepare to present the following class.
	
	Task:
	Give a one – two minute presentation about the family vacation on the poster. Include Introduction – get the listeners' attention
	    • For example, asking a question: *Football, a ravine, bridges and museums –and FOOTBALL! Your family will love Constantine!*
	Details
	    • Reasons and description
	Conclusion
	    • General reason and/or encourage people to go to the place
	
	Example Rubric
	Circle the rating (excellent, good, adequate, poor) that fits the student for each category (organization, fluency, comprehensibility, vocabulary & grammar
	
	Student's name:_____

	Excellent	Good	Adequate	Poor
Organization of talk	Provided a clear, attention-getting beginning, at least four connected details, and a clear ending	Provided a clear beginning, some supporting details, and an ending	Provided the necessary parts of the talk, and the minimum supporting details.	Was poorly organized and difficult to follow
Fluency	Spoke confidently with only a few pauses and for more than one minute.	Spoke with some hesitations and some pauses for at least one minute.	Hesitated or paused often and spoke for one minute	Spoke haltingly with many hesitations and pauses and for less than one minute
Pronunciation	Pronunciation was always easy to understand: there may be a few mistakes.	Pronunciation was usually easy to understand. There are a few mistakes.	Pronunciation was understandable with some effort by listeners.	Pronunciation was difficult to understand.
Vocabulary usage and grammatical accuracy	Used a wide variety of appropriate vocabulary words and correct grammatical structures throughout the talk	Used a variety of appropriate vocabulary words and used correct grammatical structures most of the time	Used some appropriate vocabulary words and used correct grammatical structures some of the time	Used a limited number of vocabulary words and rarely used correct grammatical structures.

Day 11
    Project Presentations
    Self Assessment

Project	PRESENT • Jigsaw presentation in small groups. Presenters make their presentations about the place their group chose, beginning with a cue. Listeners write down each place and one good reason to go there. DISCUSS Learners return to their original pairs and decide which of the other places they learned about meets their criteria best. In other words, which of the other places do they think would make the best family vacation spot. SUBMIT Pairs submit their two posters with the checklist filled out on top.
Unit Self-Assessment	Learners are given a list of the target language and strategies from the unit and they rank themselves on a scale of 1-4 for each one. At the end, they write what they want to continue to work on and what they will do to help them improve, e.g. use vocabulary words in stories or a journal, use vocabulary in the